

ANNUAL REPORT 2010/11

Initial teacher education



Key findings

Ofsted has now completed the latest inspection cycle for initial teacher education. The findings in this Annual Report reflect the quality of provision in all providers in the sector inspected between September 2008 and August 2011.

- ✱ Most initial teacher education inspected by Ofsted has been judged to be good or outstanding, although this varies between phases. There is very little inadequate provision.
- ✱ There is more outstanding provision in primary and secondary partnerships led by higher education institutions than in school-centred partnerships or employment-based routes. Around 80% of trainees follow training programmes offered by a higher education institution.
- ✱ There continues to be a higher proportion of provision that is no better than satisfactory in the further education and skills sector than in primary and secondary initial teacher education.
- ✱ Primary trainees do not always have sufficient, well-timed opportunities to teach early reading using a systematic phonics approach.
- ✱ Not all trainees on secondary initial teacher education programmes have sufficient opportunities to apply their knowledge of teaching students from a wide ability range, those with special educational needs and/or disabilities and from a diverse range of backgrounds.
- ✱ Seventeen per cent of primary providers, 16% of secondary providers, 20% of employment-based providers and 30% of providers of initial teacher education in the further education sector self-evaluated the overall effectiveness of their provision and capacity to improve higher than inspectors. This discrepancy is largely attributable to providers not assessing rigorously enough the impact of their training on trainees' outcomes.
- ✱ Teach First recruits highly qualified trainees who, during their first year of training, have a considerable impact on the achievement of their students in schools in challenging circumstances.

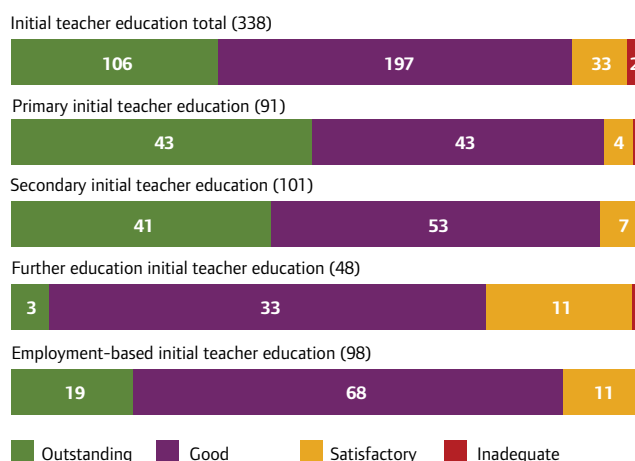
Introduction

190. This is the last year of the current three-year inspection cycle of initial teacher education. Between 2008 and 2011, all providers of initial teacher education have been inspected under the same inspection framework, including: providers offering employment-based routes into teaching in the maintained sector; all higher education institution (HEI)-led partnerships offering initial teacher education in the further education and lifelong learning sector; school-centred initial teacher training partnerships (SCITTs); and the Teach First programme.

191. Approximately 18% of trainees follow employment-based routes into teaching, including those on HEI-led employment-based provision, and around 4% train in SCITTs. The remaining 78% of trainees follow other training programmes offered by a higher education institution.³⁹ Teach First is an employment-based route, which started in 2002 and attracts graduates who commit to a two-year leadership and development programme teaching in challenging secondary schools. It has expanded year on year and, at the time of the inspection, there were 512 trainees in their first year of the programme. Teach First works in collaboration with a number of universities in four regions.⁴⁰

Overall effectiveness

Figure 36 Overall effectiveness of all initial teacher education provision inspected between 1 September 2008 and 31 August 2011 (number of providers)



Figures are rounded and do not always add exactly to 100.

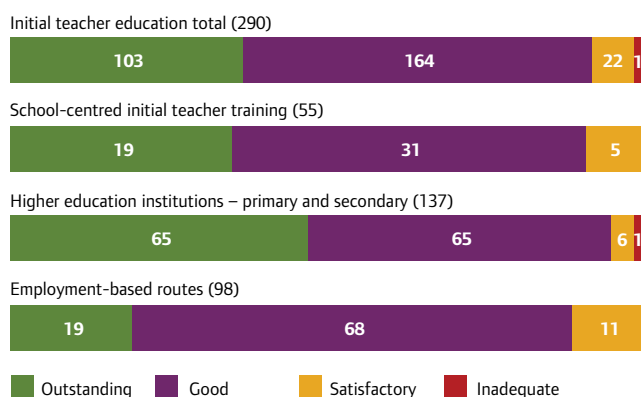
39. *The Good Teacher Training guide 2010*, Centre for Education and Employment Research, University of Buckingham. Data refer to 2008/09.

40. *Teach First: Initial teacher education inspection report*, Ofsted, 2010.

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192. Figure 36 shows the overall effectiveness of all initial teacher education providers inspected over the three-year period that the current framework has been in operation. It shows that almost 90% of providers inspected are offering good or outstanding provision. However, this varies considerably between phases. Nearly half (43) of the providers offering training for the primary phase have been judged outstanding compared with just 3 providers offering training for teaching in further education.

Figure 37 Overall effectiveness of primary and secondary initial teacher education provision by training provider type inspected between 1 September 2008 and 31 August 2011 (number of providers)

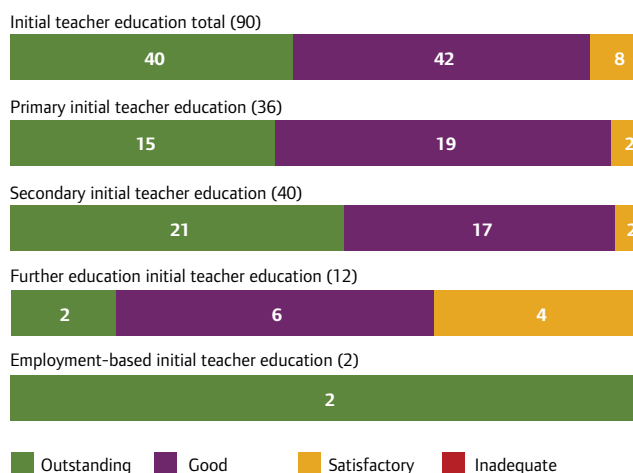


Data exclude further education initial teacher education provision as this is only delivered through higher education institutions.

Figures are rounded and do not always add exactly to 100.

193. Figure 37 shows the distribution of inspection judgements for primary and secondary initial teacher education training by type of provider over the three years of the inspection framework. It shows that there is proportionately less outstanding provision in employment-based routes than in HEI-led partnerships and SCITTs. Nineteen employment-based routes were judged to be outstanding compared with 65 HEI-led partnerships and 19 SCITTs. Ensuring consistently high-quality school-based training and mentoring, including the provision of well-focused subject feedback, is a common area for development in providers offering employment-based routes.

Figure 38 Overall effectiveness of all initial teacher education provision inspected between 1 September 2010 and 31 August 2011 (numbers of providers)



Under the current inspection framework employment-based initial teacher education inspections have one set of grades rather than separate grades for primary and secondary provision.

194. In the inspections carried out in 2010/11 the very large majority of providers were judged good or outstanding. However, the performance of initial teacher training in the further education and lifelong learning sectors still lags behind that in primary and secondary initial teacher education. Just over two-fifths of primary providers and nearly half of secondary providers were judged to be outstanding for both overall effectiveness and capacity to improve. This reflects a steady improvement in quality since the inspection of primary and secondary initial teacher training began in the mid 1990s. Evidence from provider evaluations received since September 2009 to date indicates that 88% of providers believe that inspection helps them to improve their provision.

The performance of initial teacher training in the further education and lifelong learning sectors still lags behind that in primary and secondary initial teacher education.

Strengths and areas for development

195. Providers have responded well to an inspection framework that is focused upon trainees' outcomes. These include achievement, successful completion of the course and employability. Most primary and secondary providers have sharpened and improved their systems for monitoring trainees' progress and for self-evaluation and improvement planning. However, good practice in analysing data on trainees' progress is often not used sufficiently well to inform self-evaluation and to set measurable targets based on improving trainees' outcomes. In the further education sector, providers make insufficient use of data on trainees' progress to inform their self-evaluation and improvement planning.

196. The recruitment and selection of high-quality trainees with the potential to become excellent teachers in primary and secondary schools is a key strength. Retention, especially on secondary training programmes, has improved as a result of high-quality personal support for trainees' professional development. However, the proportion of those who start a teacher training programme and subsequently go on to enter the teaching profession is still too low at 71%.⁴¹

197. Trainees are well-equipped with the professional attributes and skills to enter the profession as confident and proficient teachers. The ability of trainees to reflect critically on their practice is a significant factor in promoting their progress, particularly in HEI-led partnerships where staff use their own research activity to promote critical thinking and link the development of subject knowledge with underpinning theory of how children learn. However, trainees' attainment at the end of their training is not always as high as it could be given their starting points. Since September 2008 to date, the attainment of trainees was judged to be outstanding in 20% of providers inspected and good in 72%. The attainment of trainees in 8% of providers was judged satisfactory.

198. A key factor in supporting good trainees to become outstanding practitioners on qualification is the setting of challenging targets. Too often, targets lack focus and are task-driven. There is more scope for setting developmental targets, particularly in relation to subject knowledge for teaching, which identify clearly the steps that trainees need to take to progress from good to outstanding.

199. The very large majority of providers are fully aware of the national priorities for initial teacher education. Training in behaviour management and teaching pupils with special educational needs and/or disabilities is covered well in primary training programmes. For secondary trainees, there is variation in how well they are prepared to plan for individual students, including those with special educational needs and those for whom English is an additional language, and to promote good behaviour. This is because secondary trainees do not always gain first-hand experience of working with a diverse range of students or make sufficient use of assessment information when planning their lessons.

200. Preparing primary trainees for the systematic teaching of phonics and early reading is very important. Inspectors focused particularly on how well providers have responded to this national initiative and found that those providers who received poor response rates to the question on the quality of phonics and early language training in the Training and Development Agency's newly qualified teacher survey had made good progress in improving the quality of their provision.⁴² Most trainees possess a good theoretical grounding in phonics. However, sometimes there is too long a period between theoretical input and opportunities for trainees to put their knowledge and skills into practice. This was highlighted in the 2009/10 Annual Report and remains an issue.

41. *The Good Teacher Training Guide 2010*, Centre for Education and Employment Research, University of Buckingham.

42. *Results of the newly qualified teacher survey*, Training and Development Agency, 2010.

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201. Over the three-year cycle of initial teacher education inspections, 17% of primary providers, 16% of secondary providers, 20% of employment-based providers and 30% of providers of initial teacher education in the further education sector evaluated the overall effectiveness of their provision and capacity to improve higher than inspectors. This discrepancy is largely attributable to providers not assessing rigorously enough the impact of their training on trainees' outcomes. In these instances, self-evaluation is often restricted to evaluating the implementation of systems and processes instead of their impact. In 2010/11, 58 providers evaluated their own overall effectiveness as outstanding whereas inspectors only graded 40 as outstanding.

202. This is the first year that the Teach First programme has been inspected under the current inspection cycle. It was inspected in all four regions and the outcomes were published in a single report. The inspection found that Teach First offers a much higher than usual level of support for participants and is able to draw upon extensive high-quality resources matched precisely to individual needs. In addition to school-based subject and professional mentors, participants are also visited and observed frequently by Teach First university-based regional subject and professional tutors.

203. The Teach First programme is very successful in meeting its commitment to address educational disadvantage by placing high-quality graduates into schools in challenging circumstances and working closely with the schools to improve students' aspirations, experiences and achievement. Teach First recruits very skilled and highly qualified participants, almost all of whom have a first class or upper second class degree, and many of whom might not otherwise have considered teaching. During their first year of training, Teach First trainees have a considerable positive impact on the achievement of the students in their schools. Overall the provision is outstanding.

204. The proportion of good or outstanding initial teacher education provision in the further education/lifelong learning sector is still not as high as in the maintained schools sector. However, in the inspections carried out in 2010/11, eight out of 12 providers were judged to be good or better, of which two were judged to be outstanding. One provider has inadequate capacity to improve because of weaknesses in self-evaluation and in taking actions to secure improvement. Key strengths in the good and better provision include the high levels of personal and professional support for trainees, which have a direct impact on their achievement. The main areas for further development lie in the monitoring and assessment of trainees' progress and achievement, and the need for better analysis of data on trainees' outcomes to inform ongoing monitoring, self-evaluation and improvement planning at all levels.

During their first year of training, Teach First trainees have a considerable positive impact on the achievement of the students in their schools. Overall the provision is outstanding.